

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Ahfachkee Indian School (K-12)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	12.00%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	21.43	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	35.71	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	44.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	50.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 0.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Alamo Navajo Comm School (K-12)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	54.29%	57.14%	55.68%	57.14	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	10.71	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	11.11	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	4.55	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	30.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 0.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



American Horse School (K-8)

Pine Ridge

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	6.25	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	6.25	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	96.88	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	38.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

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Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Aneth Community School (K-6)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	33.33	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	33.33	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	64.71	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	11.76	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	47.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Atsa' Biya'a'zh Comm School (K-6)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	90.91	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	30.00	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	89.47	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	5.26	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

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Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Baca/Dlo'ay Azhi Comm School (K-6)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	95.83	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	13.64	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	8.70	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	35.29	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	5.88	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	25.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Beatrice Rafferty School (K-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	11.76	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	17.65	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	41.67	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	4.17	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	41.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Beclabito Day School (K-4)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	33.33	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	55.56	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	82.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Black Mesa Community School (K-8)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Blackwater Community School (K-2)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	86.36	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	62.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Bogue Chitto Elem School (K-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	68.42	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	7.69	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	15.38	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	66.67	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	11.11	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	20.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Bread Springs Day School (K-3)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	66.67	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	14.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Bug-O-Nay-Ge-Shig School (K-12)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	90.48%	66.67%	55.68%	66.67	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	4.55	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	48.72	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	22.22	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	5.63	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	73.47	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	4.08	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	38.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 17.65 B: 41.18 C: 41.18	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Casa Blanca Comm School (K-4)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	88.24	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	13.33	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	6.67	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	86.49	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	2.70	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	8.11	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Chemawa Indian School (9-12)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	100.00 %	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	18.52	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	7.32	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	93.48	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 8.33 C: 16.66	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Cherokee Central Elem School (K-6)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	52.54	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	77.97	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.88	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	73.88	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	7.46	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	45.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Cherokee Central High School (7-12)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	78.75%	72.73%	55.68%	72.73	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	2.13	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	31.71	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	53.66	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	1.59	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	65.12	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	26.36	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	35.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Cheyenne Eagle Butte School (K-12)
Cheyenne River

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	36.23%	23.81%	55.68%	23.81	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	10.00	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	80.19	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	7.06	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	9.41	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	1.89	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	91.41	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	1.56	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	37.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 21.43 B: 42.86 C: 57.15	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Chi Chil' Tah/Jones Ranch Sch (K-8)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	94.44	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	11.76	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	5.88	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	59.09	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	18.18	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	17.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Chief Leschi School (Puyallup) (K-12)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	49.02%	46.15%	55.68%	46.15	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	31.82	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	4.55	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	10.66	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	81.51	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	5.88	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	56.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	77.77	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Chilchinbeto Comm School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	45.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Chitimacha Tribal School (K-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	94.74	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	71.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Choctaw Central High School (9-12)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	50.00%	43.75%	55.68%	43.75	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	53.85	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	70.00	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	14.29	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	28.57	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	3.61	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	25.00	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	44.12	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	1.47	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	28.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 5.88 B: 41.18 C: 47.06	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Choctaw Central Mid School (7-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	75.00	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	9.52	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	28.57	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	4.17	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	79.31	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	13.79	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	27.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Ch'ooshgai Comm School (K-8)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	91.43	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	3.13	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	85.11	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Circle of Life School (K-12)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	100.00 %	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	83.33	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	21.74	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	17.65	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	2.78	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	77.14	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	29.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 100.00	A: No B: No C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Circle Of Nations (4-8)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	88.03	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	11.59	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	13.04	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	76.12	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	36.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Coeur d'Alene Tribal School (K-8)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	41.18	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	17.65	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	73.91	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	60.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Conehatta Elementary School (K-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.67	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	10.34	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	61.40	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	74.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Cottonwood Day School (K-8)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	87.50	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	14.29	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	4.35	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	95.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	20.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Cove Day School (K-3)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	83.33	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	14.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Crazy Horse School (K-12)
Pine Ridge

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	25.00%	16.67%	55.68%	16.67	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	10.00	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	4.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	4.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	10.00	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	93.22	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	23.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	16.66	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Crow Creek Reservation H. S. (6-12)
Crow Creek/Lower Brule

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	30.38%	18.18%	55.68%	18.18	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	8.33	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	11.54	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	79.17	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	37.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	75.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 0.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Crow Creek Tribal Elem School (K-5)
Crow Creek/Lower Brule

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	20.00	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	6.67	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	2.63	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.91	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	3.03	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	40.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Crystal Boarding School (K-6)
Arizona Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	33.33	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	16.67	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Dennehotso Boarding School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	90.00	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	22.22	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	11.11	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	88.89	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	37.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Dibe Yazhi Habiti'n O'lt'a, Inc. (K-8)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	53.85	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Dilcon Community School (K-8)
Arizona Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.43	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	44.44	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	89.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Dishchii'Bikoh Comm School (K-12)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	70.59%	50.00%	55.68%	50.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	8.33	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.97	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	12.50	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	9.38	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	10.91	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	78.85	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	17.31	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	33.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 0.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Duckwater Shoshone School (K-8)
Sacramento

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Dunseith Day School (K-8)
Turtle Mountain

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	60.00	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	80.00	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	74.42	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	23.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Dzilh-Na-O-Dith-Hle CS (K-8)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	85.00	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	11.76	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	29.41	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	54.55	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	16.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Enemy Swim Day School (K-8)
Crow Creek/Lower Brule

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	94.12	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	12.50	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	25.00	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	2.50	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	73.33	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C: Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	69.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



First Mesa Elem School (K-6)
Arizona North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	93.33	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	35.71	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	21.43	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	3.23	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	79.17	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	8.33	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Flandreau Indian School (9-12)
Crow Creek/Lower Brule

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	42.66%	37.04%	55.68%	37.04	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	2.63	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	10.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	10.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	91.11	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	19.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 7.14 B: 28.57 C: 50.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Fond du Lac Ojibwe School (K-12)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	43.33%	77.78%	55.68%	77.78	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	18.75	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	31.03	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	12.12	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	21.05	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	87.14	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	1.43	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	45.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	60.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 50.00 C: 50.00	A: No B: Yes C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Gila Crossing Comm School (K-8)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	97.87	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	15.22	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	10.87	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	2.50	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	68.06	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	13.89	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	32.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Greasewood Springs CS, Inc. (K-8)
 Arizona Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	71.43	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	14.29	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	57.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Greyhills Academy H. S. (9-12)
 Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	74.03%	48.00%	55.68%	48.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	12.24	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	26.92	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	11.54	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	1.67	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	86.49	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	26.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	50.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 36.36 B: 54.55 C: 72.73	A: Yes B: Yes C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Hanaa'dii Community School (K)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	NA	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	NA	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	NA	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Hannahville Indian School (K-12)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	72.73%	50.00%	55.68%	50.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	23.53	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	97.62	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	23.80	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	15.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	78.05	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	7.32	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 33.33 B: 33.33 C: 100.00	A: Yes B: No C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Havasupai Elementary School (K-8)
Arizona North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	85.71	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	14.29	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Hopi Day School (K-6)
Arizona North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	21.74	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	13.04	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	96.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Hopi Jr./Sr. High School (7-12)
Arizona North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	85.85%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	84.15	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	31.43	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	5.88	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	6.67	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	43.48	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	14.13	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	28.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	40.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 5.56 B: 5.56 C: 33.33	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Hotevilla Bacavi Comm School (K-8)
Arizona North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	16.67	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	78.57	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	43.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Hunters Point Boarding School (K-5)
Arizona Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	33.33	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	86.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Indian Island School (K-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	70.59	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	65.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Indian Township School (K-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.67	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	21.43	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	13.33	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	57.69	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	3.85	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	3.85	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	41.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Isleta Elementary School (K-6)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	93.76	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	47.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Jeehdeez'a Academy Inc. (K-5)
 Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	80.96	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	4.76	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	55.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Jemez Day School (K-6)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	8.33	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	16.67	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	82.35	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	5.88	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



John F. Kennedy Day School (K-8)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	97.62	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	4.76	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	10.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	80.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	37.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Joseph K. Lumsden Bahweting (K-8)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	31.58	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	21.05	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	13.16	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	94.74	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	2.63	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Kaibeto Boarding School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	7.14	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	7.14	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	4.55	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	95.45	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	48.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Kayenta Community School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	21.21	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	6.06	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	57.14	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	2.86	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Keams Canyon Elem School (K-6)
Arizona North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	67.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Kickapoo Nation School (K-12)
Oklahoma

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	45.45%	50.00%	55.68%	50.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	92.86	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	3.57	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Kin Dah Lichi'i Olta' (K-6)
Arizona Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	70.00	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	20.00	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	60.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Lac Courte Oreilles Ojibwa (K-12)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	100.00 %	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	31.82	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	27.27	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	4.44	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	88.89	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	44.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 33.33 B: 33.33 C: 66.66	A: Yes B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Laguna Elementary School (K-5)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	9.09	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Laguna Middle School (6-8)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	13.64	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	18.18	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	6.67	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	28.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Lake Valley Navajo School (K-8)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	14.29	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	14.29	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Leupp School, Inc. (K-12)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	76.92%	44.44%	55.68%	44.44	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	12.50	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	13.33	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	80.65	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	38.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	37.50	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 16.66 B: 50.00 C: 83.33	A: No B: Yes C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Little Singer Comm School (K-6)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	66.67	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	29.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Little Wound School (K-12)
Pine Ridge

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	45.53%	55.17%	55.68%	55.17	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	12.50	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	68.89	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	6.45	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	3.23	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	6.60	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	75.41	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	6.56	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	1.64	No
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	28.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Loneman Day School (K-8)
Pine Ridge

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	7.14	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	7.14	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	83.33	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	4.76	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	60.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Lower Brule Day School (K-12)
Crow Creek/Lower Brule

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	48.84%	66.67%	55.68%	66.67	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	14.29	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	77.78	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	14.29	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	19.05	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	78.69	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	1.64	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	25.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Lukachukai Community School (K-8)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	6.25	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	6.25	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	71.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Lummi High School (9-12)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	92.00%	62.50%	55.68%	62.50	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	8.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	3.85	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	85.71	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	8.57	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	17.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 37.50 B: 50.00 C: 50.00	A: Yes B: Yes C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Lummi Tribal School System (K-8)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	5.13	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	23.08	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	3.39	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	89.29	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	7.14	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	31.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Mandaree Day School (K-12)
Turtle Mountain

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	45.45%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	85.81	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	6.45	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	65.38	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	3.85	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	23.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 33.33 B: 33.33 C: 33.33	A: Yes B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Many Farms Comm School (K-8)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	3.70	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	3.70	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	86.67	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	45.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Many Farms High School (9-12)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	67.71%	65.22%	55.68%	65.22	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	8.45	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	77.78	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	8.33	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	14.29	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	12.07	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.48	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	3.17	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	23.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 25.00 B: 50.00 C: 58.33	A: No B: Yes C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Mariano Lake Comm School (K-6)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	62.96	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	3.70	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	23.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Marty Indian School (K-12)
Rosebud

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	36.59%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.55	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	17.86	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	21.43	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	6.52	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	85.29	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	5.88	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	29.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 33.33 B: 66.66 C: 66.66	A: Yes B: Yes C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Menominee Tribal School (K-8)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	44.44	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	25.93	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	2.50	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	81.08	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	5.41	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Mescalero Apache School (K-12)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	51.35%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	4.35	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	95.59	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	9.38	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	81.94	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	4.17	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	22.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 37.50 C: 37.50	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Meskwaki Settlement School (K-12)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	100.00 %	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	16.13	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	25.81	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	94.44	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	2.78	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	76.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 100.00 C: 100.00	A: No B: Yes C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Miccosukee Indian School (K-12)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	33.33%	25.00%	55.68%	25.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	100.00	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	81.82	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	44.44	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	33.33	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	85.37	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	2.44	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	48.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Moencopi Day School (K-6)
Arizona North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	42.86	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	42.86	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	39.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Muckleshoot Tribal School (K-12)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	41.18%	50.00%	55.68%	50.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	18.18	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	94.44	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	14.29	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	2.94	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	3.45	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	75.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	10.29	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	45.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 0.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Naa Tsis' Aan Comm School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	94.44	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	29.41	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	52.94	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.48	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	15.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Na'Neelzhiin Ji'Olta (Torreon) (K-8)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	83.33	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	10.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	10.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	66.67	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	9.52	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	20.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Navajo Preparatory School (9-12)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	100.00 %	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Nay-Ah-Shing School (K-12)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	80.00%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.55	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	25.00	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	17.86	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	4.44	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	96.08	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	88.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 25.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Nazlini Community School (K-6)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	88.89	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Nenahnezad Community School (K-6)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	4.55	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	68.97	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	17.24	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	13.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Noli School (6-12)
Sacramento

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	75.00%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	60.00	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	7.69	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	7.69	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	93.75	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	100.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 0.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Northern Cheyenne Tribal (K-12)

Billings

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	0.00%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	95.45	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	4.76	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	4.76	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	5.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	76.47	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	2.94	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	27.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 0.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Ohkay Owingeh Comm Sch (K-8)
New Mexico North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	36.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Ojibwa Indian School (K-8)
Turtle Mountain

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	92.00	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	26.09	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	34.78	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	11.11	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	63.41	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	7.32	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	25.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Ojo Encino Day School (K-8)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	35.00	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	15.00	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	13.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Oneida Nation School (K-12)
Minneapolis

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	90.48%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	35.85	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	24.53	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	1.87	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	99.06	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	41.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 57.14 B: 85.71 C: 100.00	A: Yes B: Yes C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Paschal Sherman Indian School (K-9)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.30	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	11.54	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	3.85	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	2.94	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	78.38	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	5.41	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	24.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Pearl River Elementary School (K-6)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	3.23	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	16.13	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	82.98	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	15.96	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	46.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Pierre Indian Learning Center (1-8)
Cheyenne River

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	15.09	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	32.08	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	89.33	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	36.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Pine Hill Schools (K-12)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	0.00%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	79.80	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	7.41	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	2.04	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	82.98	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	10.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	28.57	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Pine Ridge School (K-12)

Pine Ridge

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	23.75%	44.12%	55.68%	44.12	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	54.35	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	98.25	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	12.24	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	60.43	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	2.16	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	43.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Pine Springs Day School (K-4)
Arizona Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.91	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	57.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Pinon Community School (K)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	NA	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	NA	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	NA	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	33.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Porcupine Day School (K-8)

Pine Ridge

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.30	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	3.85	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	78.79	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	3.03	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	46.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Pueblo Pintado Comm School (K-8)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	98.28	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	3.57	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	21.43	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	91.18	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	57.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Pyramid Lake High School (7-12)
Sacramento

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	90.91%	20.00%	55.68%	20.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	92.31	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	3.85	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 100.00	A: No B: No C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Quileute Tribal School (K-12)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	0.00%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	8.33	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	3.45	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	67.74	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	3.23	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	19.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 50.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Red Rock Day School (K-8)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.67	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	20.69	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	10.34	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	28.95	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	57.89	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	40.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Red Water Elementary School (K-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	93.33	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	14.29	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	21.43	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	42.31	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	7.69	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	81.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Riverside Indian School (4-12)
Oklahoma

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	47.27%	47.37%	55.68%	47.37	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	3.53	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	99.15	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	62.50	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	57.89	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	40.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	37.50	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 11.76 B: 11.76 C: 11.76	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Rock Creek Grant School (K-8)
Standing Rock

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	8.33	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Rock Point Comm School (K-12)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	85.71%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	9.09	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	87.91	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	18.52	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	6.25	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	5.88	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	81.08	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	5.41	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 33.33	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Rocky Ridge Boarding School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	15.38	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	15.38	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	75.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	5.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	67.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Rough Rock Comm. School (K-12)
Arizona Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	43.94%	33.33%	55.68%	33.33	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	31.82	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	87.30	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	88.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	6.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	47.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	12.50	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Salt River Elementary School (K-6)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	9.68	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	9.68	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	1.61	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	91.94	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	42.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



San Felipe Pueblo Elem School (K-7)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	2.86	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	81.40	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	16.28	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	56.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



San Ildefonso Day School (K-6)
New Mexico North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	38.46	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	30.77	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	80.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



San Simon School (K-8)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	5.41	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	5.41	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	60.87	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	2.17	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	10.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Sanostee Day School (K-3)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	20.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Santa Clara Day School (K-6)
New Mexico North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	9.09	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	27.27	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	93.55	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	22.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Santa Fe Indian School (7-12)
New Mexico North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	95.83%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	38.46	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	7.69	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	1.45	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	56.25	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	48.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 57.14 B: 85.71 C: 85.71	A: Yes B: Yes C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Santa Rosa Day School (K-8)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	62.50	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Santa Rosa Ranch School (K-8)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	13.33	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	13.33	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	25.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Seba Dalkai Boarding School (K-8)
Arizona Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	20.00	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	13.33	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.91	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	39.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Second Mesa Day School (K-6)
Arizona North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	30.00	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	9.52	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	3.70	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	67.74	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	3.23	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	40.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Sequoayah High School (9-12)
Oklahoma

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	100.00 %	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	2.44	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	14.28	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 16.66 B: 33.33 C: 66.66	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Sherman Indian High School (9-12)
Sacramento

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	40.74%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	52.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	50.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 25.00 B: 100.00 C: 100.00	A: No B: Yes C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Shiprock Northwest H. S. (7-12)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	76.60%	50.00%	55.68%	50.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	4.88	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	40.82	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	26.53	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	62.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	50.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 0.00 C: 0.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Shonto Preparatory School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	8.33	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	8.33	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	6.67	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	34.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Shoshone-Bannock Jr/Sr H. S. (6-12)

Billings

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	55.56%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	90.74	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	12.50	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	6.25	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.48	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	4.76	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	60.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 100.00 C: 100.00	A: No B: Yes C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Sitting Bull - Little Eagle (K-8)
Standing Rock

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	61.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Sky City Community School (K-8)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	28.00	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	20.00	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	86.96	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	8.70	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	43.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



St. Francis Indian School (K-12)
Rosebud

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	60.00%	75.00%	55.68%	75.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	22.22	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	97.37	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	5.26	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	5.41	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	81.69	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	39.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	50.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



St. Stephens Indian School (K-12)

Billings

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	76.92%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	9.52	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	23.81	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.48	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	46.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 50.00 C: 50.00	A: No B: Yes C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Standing Pine Elem School (K-6)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	8.33	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	88.67	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	72.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Standing Rock Comm School (K-12)

Standing Rock

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	52.63%	60.00%	55.68%	60.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	25.00	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	98.65	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	10.96	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	24.66	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	9.22	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	66.00	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	7.33	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	52.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 16.66 B: 50.00 C: 58.33	A: No B: Yes C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Takini School (K-12)
Cheyenne River

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	21.43%	100.00%	55.68%	100.00	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	33.33	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	93.33	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	7.14	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	7.14	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	92.86	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	3.57	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	23.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	20.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 100.00 C: 100.00	A: No B: Yes C: Yes

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Taos Day School (K-8)
New Mexico North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	93.33	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	24.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tate Topa Tribal School (K-8)
Standing Rock

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	93.33	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	9.52	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	11.90	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	61.11	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	5.56	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	45.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Te Tsu Geh Oweenge Day Sch (K-6)
New Mexico North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Theodore Jamerson Elem Sch (K-8)

Standing Rock

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	40.00	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	45.00	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	56.67	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	3.33	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	90.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Theodore Roosevelt School (6-8)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	0.00	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	88.89	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	15.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



T'iis Nazbas Comm School (K-8)
New Mexico Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	33.33	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	11.11	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	52.38	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	4.76	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	15.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



T'iists'oozi' Bi'O'Lta CS (K-8)

New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	6.67	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	20.00	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	3.85	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	72.13	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	13.11	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	47.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tiospa Zina Tribal School (K-12)
Crow Creek/Lower Brule

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	45.61%	42.86%	55.68%	42.86	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	20.00	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	15.15	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	10.61	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	73.55	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	2.48	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.83	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	54.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	50.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 33.33 C: 33.33	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tiospaye Topa School (K-12)
Cheyenne River

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	40.00%	50.00%	55.68%	50.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	20.00	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	13.33	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	3.23	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.32	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	3.23	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	11.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 33.33 B: 66.66 C: 66.66	A: Yes B: Yes C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tohaali' Community School (K-8)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	15.63	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	18.75	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	89.19	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	2.70	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	50.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



To'Hajiilee-he (Canoncito) (K-12)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	68.18%	8.33%	55.68%	8.33	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	15.38	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.43	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	3.70	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	54.17	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	2.08	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	22.22	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tohono O'Odham High School (9-12)
Arizona South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	75.00%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	35.00	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	35.00	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	5.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	41.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	80.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 11.11 C: 11.11	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tonalea School (Red Lake) (K-8)

Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	4.76	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	94.74	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	40.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tse'ii'ahi' Community School (K-4)
New Mexico Navajo Central

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	82.94	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	23.53	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	57.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



T'siya (Zia) Elem-Mid School (K-8)
New Mexico South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	90.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	0.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tuba City Boarding School (K-8)
Arizona Navajo North

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.92	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	25.40	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	19.05	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	2.50	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	85.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	5.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	43.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Tucker Elementary School (K-8)
South and Eastern

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	21.43	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	87.50	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	25.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Turtle Mountain Elem School (K-5)

Turtle Mountain

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.02	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	34.09	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	45.10	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	68.91	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	15.97	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	53.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Turtle Mountain High School (9-12)

Turtle Mountain

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	60.26%	48.72%	55.68%	48.72	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	22.78	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	42.11	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	56.52	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	5.56	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	69.81	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	21.70	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	39.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 36.00 B: 36.00 C: 64.00	A: Yes B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Turtle Mountain Middle Sch (6-8)

Turtle Mountain

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	96.67	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	42.11	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	44.74	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	9.26	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	58.70	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	28.26	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	23.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Twin Buttes Day School (K-8)
Turtle Mountain

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	33.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Two Eagle River School (7-12)

Billings

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	0.00%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	91.67	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	9.09	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	4.55	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	33.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	0.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 20.00 C: 60.00	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Wa He Lut Indian School (K-8)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	All Students NA%	SpEd NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	75.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	64.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



White Shield School (K-12)
Turtle Mountain

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	41.67%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	18.18	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	91.67	No
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	44.44	No
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	28.57	No
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	84.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	4.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	21.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	80.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 33.33 C: 66.66	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Wide Ruins Comm School (K-6)
Arizona Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	38.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Wingate Elementary School (K-8)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	9.09	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	3.03	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	2.70	No
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	49.15	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	8.47	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	47.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Wingate High School (9-12)
New Mexico Navajo South

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	84.31%	94.44%	55.68%	94.44	Yes
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	Yes
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	2.63	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	2.63	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	0.00	Yes
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	42.03	No
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	20.29	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	40.00	Yes
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	50.00	No
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: None B: None C: None	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Wounded Knee Dist School (K-8)

Pine Ridge

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	NA%	NA%	55.68%	NA	NA
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	0.00	NA
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	100.00	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	0.00	Yes
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	6.25	Yes
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	NA	NA
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	0.00	Yes
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	92.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class $\leq 40\%$ of day with non-disabled peers			6.02%	8.00	No
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	29.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	0.00	No
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	NA	NA
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: NA B: NA C: NA	A: NA B: NA C: NA

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.

Bureau of Indian Education
2012 – 2013 (Based on SY 2011-2012 Data)
Special Education Indicator Performance



Yakama Nation Tribal School (9-12)
Seattle

Indicator	Description	School Year 2010-2011		Target	School Results	Met Target?
		All Students	SpEd			
1	Graduation Rate Percent of youth with IEPs graduating from high school with a regular diploma \geq BIE target	34.29%	0.00%	55.68%	0.00	No
2	Dropouts Percent of youth with IEPs dropping out high school does not exceed BIE target			9.0%	60.00	No
3 B	Assessment Targets Participation Rate of children with IEPs in statewide assessment \geq BIE target			96%	***	Yes
3 C	Assessment Targets – Reading Percent of youth with IEPs in the reading assessment of proficiency rate does not exceed BIE target			18.9%	***	NA
3 C	Assessment Targets – Mathematics Percent of youth with IEPs in the math assessment of proficiency rate does not exceed BIE target			17.0%	***	NA
4	Suspensions and Expulsions – High School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (6.08%). This result is based on 2010-2011 data.			6.08%	40.00	No
4	Suspensions and Expulsions – Elementary School The rate of suspension and expulsion of children with IEPs > 10 days in a school year did not exceed 2 x the BIE average (1.46%). This result is based on 2010-2011 data.			1.46%	NA	NA
5A	LRE Placement A: Children with IEPs, ages 6-21 years, served inside regular class 80% or more of day with non-disabled peers			74.83%	100.00	Yes
5B	B: Children with IEPs, ages 6-21 years, served inside regular class \leq 40% of day with non-disabled peers			6.02%	0.00	Yes
5C	C. Percent of students with disabilities receiving services in separate schools, residential placements, in hospital settings or in homebound settings did not exceed the BIE target			.98%	0.00	Yes
8	Parental Involvement Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities			38.34%	20.00	No
11	Child Find Timely initial evaluations were completed within 60-days of receiving parental consent			100%	100.00	Yes
13	Secondary Transition All required secondary transition components in the IEP are present (8 items NSTTAC check list)			100%	100.00	Yes
14	❖ Post-School Outcome The Post-School Outcome Survey was returned indicating the number of students who exited the previous year (2010-11) were enrolled in post-secondary education / training or who were employed one year after exiting from High School.			14A: 25.5% 14B: 47.1% 14C: 72.9%	A: 0.00 B: 33.33 C: 66.66	A: No B: No C: No

*** Indicator 3 (participation rate, reading and math), if the number of assessments is for 10 students or less, then no results are published.

❖ Indicator 14, if the school results column is "None", the school did not submit survey information.